Application
for funding under the
Safe and Drug-Free Schools and
Communities Act of 2001

Title IV, Part A, No Child Left
Behind Act of 2001

Youth Drug and Violence Prevention Grants

Request for Proposals

Deadline: Wednesday, May 20, 2009 at Noon

Governor's Office for Substance
Abuse Prevention

February 2009

GOVERNOR'S SAFE AND DRUG-FREE SCHOOLS
AND COMMUNITIES GRANT PROGRAM
REQUEST FOR PROPOSALS

I. OVERVIEW

Purpose

Governor's Safe and Drug-Free Schools and Communities Act grants are intended to support drug and violence prevention activities. Projects in the following four categories will be funded:

> Category 1: Replication of Evidence-Based Programs for Youth Who Need Special Services or Additional Resources;
> Category 2: Replication of Evidence-Based Programs for Youth;
> Category 3: Community Prevention Needs Assessments; and
> Category 4: Continuation of Effective Programs.

Funding

Up to $500,000 in funding is available. Approximately $350,000 is earmarked for grants in categories 1 and 2. Grants up to $50,000 for a one-year period will be awarded in categories 1 and 2. Approximately $75,000 is available for one-year awards of up to $15,000 in Category 3. Approximately $175,000 is available for grants in Category 4. Continuation grants are limited to 75 percent of year-one funding for the second year and 50 percent of year-one funding for the third year. Continuation grants for any previously funded program will be strictly limited to projects that can demonstrate successful implementation and present evidence of positive outcomes. The Governor's Office reserves the right to modify the amounts allocated for the four categories to ensure that only the highest quality programs are funded. A 10% cash or in-kind match is required; the match may not be derived from federally-funded resources. The grant period is July 1, 2009 to June 30, 2010.

These are competitive grants; only the highest quality proposals will be awarded funding. Funding not awarded in any category may be shifted to another category to ensure that only the highest quality programs are funded.

Category Amount	Available Maximum for Category	Maximum Award per Organization	Notes
Category 1: Replication of Evidence-Based Programs for Youth Who Need Special Services or Additional Resources	Approximately $350,000 for categories 1 and 2	Up to $50,000 for categories 1 and 2	Programs eligible for funding in Category 1 must a) target youth who need special services and b) employ evidence-based programs listed in Supplement 2.
Category 2: Replication of Evidence-Based Programs for Youth			Programs eligible for funding in Category 2 must have undergone a rigorous review process and been demonstrated to reduce youth violence and/or illegal drug use and be listed in Supplement of this RFP.
Category 3: Community Prevention Needs Assessments	Approximately $75,000	Up to $15,000	Requires collaborative sponsorship and development of a plan based on findings from an approved standardized youth risk survey, analysis of social indicator data, and a prevention resource inventory.
Category 4: Continuation of Effective Programs	Approximately $175,000	Year 2: 75% of year-one funding. Year 3: 50% of year-one funding.	Requires demonstration of successful implementation in prior years and evidence of positive outcomes to date. Only 2008-09 Governor's SDFSCA grantees are eligible for funding in this category.

Eligible Applicants

Proposals may be submitted by local school divisions, community-based organizations (including community anti-drug coalitions) other public entities and private organizations, or a consortia thereof. A single agency or organization may submit only <u>one</u> proposal under this grant program; a single agency or organization may not submit proposals in more than one category.

Mandatory Pre-Submission Workshop

Prospective grantees must send a representative to one of three regional RFP Workshops to be conducted on the following dates:

Date	Site	RFP Workshop (Required)	Grant Writing Basics Workshop (Optional - For Beginners)
Mon., Mar 9, 2009	Williamsburg	9:00 to 11:00 AM	11:00 AM to 1:00 PM
Wed., Mar 11, 2009	Stafford	9:00 to 11:00 AM	11:00 AM to 1:00 PM
Tues, Mar 17, 2009	Wytheville	9:00 to 11:00 AM	11:00 AM to 1:00 PM

Access online registration for RFP Workshops at: http://www.gosap.virginia.gov/sdfsca2009.html

All questions regarding registration should be directed to Ms. Gene Miles at the GOSAP Office Telephone: (804) 786-9072 x1; email <gene.miles@gosap.virginia.gov. All questions regarding the RFP should be directed to Joy Rodgers Murphy, VCU Center for School-Community Collaboration, Telephone: (804) 828-1482; e-mail: rodgersmurlj@vcu.edu.

RFP Workshops are <u>mandatory</u> and will include an in-depth review of specific proposal requirements and related information on SDFSCA programming and prevention resources. Attendees will have the opportunity to ask questions and to obtain clarification about any aspect of the proposal requirements.

<u>Optional</u> Grant Writing Basics Workshops also will be offered. These workshops are intended to support the efforts of eligible applicants who may have little or no experience developing proposals for funding. Content will focus on strategies for organizing proposal development, proposal writing tips and effective use of prevention resources for proposal development.

Submission Deadline and Review Process

This RFP may be downloaded from the following website: http://www.gosap.virginia.gov/sdfsca2009.html

One (1) original and four (4) copies of each proposal are to be mailed or delivered to the following address:

Center for School-Community Collaboration, Virginia Commonwealth University
Mailing address: P.O. Box 842020   Delivery address: 6-8 North Harrison Street
                 Richmond, VA 23284-2020   Room 205
Contact: Joy Rodgers Murphy, (804) 828-1482, rodgersmurlj@vcu.edu   Richmond, VA 23220

Electronic submissions will not be accepted. Original copies of forms that require signatures of authorized representatives must be clearly marked "original." Proposals must arrive at the above address by noon on Wednesday, May 20, 2009. Any proposals received after this date and time will not be considered.

Please note that U.S. Postal Service delivers mail to the VCU mailroom. FedEx and UPS deliver directly to the Center for School-Community Collaboration. For last-minute delivery, please use a service that delivers directly to the Center office on North Harrison Street.

Proposals will be reviewed for quality based on the established criteria in this RFP. It is anticipated that awards will be announced no later than June 19, 2009. The Governor's Office reserves the right to require modifications to proposed projects as a condition of awarding funding. Such modifications will be negotiated individually with grantees.

II. BACKGROUND: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT REQUIREMENTS

A. Purpose

The Safe and Drug-Free Schools and Communities Act of 2001 authorizes state formula grants and national discretionary activities for drug and violence prevention. The purpose of the SDFSCA is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement. [SDFSCA Section 4115(a)(1)]

B. Governor's Program Authorized Activities

Governor's SDFSCA funds are to be used to implement drug and violence prevention activities, including—

(A) activities that complement and support local educational agency activities under section 4115, including the development and implementation of activities to prevent and reduce violence associated with prejudice and intolerance;

(B) dissemination of information about drug and violence prevention; and

(C) development and implementation of community-wide drug and violence prevention planning and organizing activities. [SDFSCA Section 4112(a)(5)].

C. Governor's Program Priorities

In making such grants and contracts, the Governor's Office shall give priority to programs and activities that prevent illegal drug use and violence for—

- children and youth who normally are not served by state educational agencies or local educational agencies; or
- populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts). [SDFSCA Section 4112(a)(2)].

Special consideration will be given to grantees that pursue a comprehensive approach to drug and violence prevention that includes providing and incorporating mental health services related to drug and violence prevention in their program. [SDFSCA Section 4112(a)(3)]. SDFSCA funding is intended to support *prevention* programming; these funds may not be used for mental health or substance abuse treatment.

D. Eligible Applicants

The Governor may award competitive grants to local education agencies, community-based organizations (including community anti-drug coalitions), other public entities and private organizations, or a consortia of these agencies. [SDFSCA Section 4112(a)(1)].

E. Inclusion of Students in Non-public Schools

Certain federal law and regulations (ESEA 9501, CFR 76.656, and EDGAR 76.656), require equitable participation of private school students and teachers under Title programs authorized in the Elementary and Secondary Education Act (ESEA). The Safe and Drug-Free Schools and Communities Act (SDFSCA) is Title IV of ESEA; therefore, requirements for equitable participation do apply to Governor's SDFSCA grantees. Requirements, however, vary for different categories of grantees. Please note that the inclusion of students in non-public schools has been added to the "Assurances" that Chief Officers and Program Directors are required to submit with a proposal for this funding.

<u>Requirements for Local School Divisions</u>

According to the U.S. Department of Education, a local school division awarded Governor's SDFSCA funding "must consult with appropriate private school officials during the design, development, and implementation of programs on issues such as how the children's and teachers' needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results of the assessment will be used to improve those services; the size and scope of the equitable services; the amount of funds available for those services; how and when the LEA will make decisions about the delivery of services; and a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers. If the needs of private school students and teachers are different from those of public school students and teachers, the LEA, in consultation with private school representatives, is required to develop a separate program. Decisions affecting the opportunities of eligible private school students' and teachers' participation in Title IV, Part A programs are made only after consultation has taken place."

Local school divisions applying for Governor's SDFSCA funding must, in accordance with EDGAR Part 17, Subpart F, Sec. 76.656, submit the following information in its application:

(a) A description of how the applicant will meet the Federal requirements for participation of students enrolled in private schools.
(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.
(c) The number of students enrolled in private schools who will receive benefits under the program.
(d) The basis the applicant used to select the students.
(e) The manner and extent to which the applicant complied with Sec. 76.652 (consultation).
(f) The places and times that the students will receive benefits under the program.
(g) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

Example

For example, if a local school division is seeking SDFSCA funding to implement the LifeSkills Training program within all public middle schools, the LEA would need to consult with private schools in their locality that have middle school programming and determine methods by which "equitable participation" can be achieved. Methods might include SDFSCA funds supporting the training of private school staff to implement the program and/or purchase of program materials.

<u>Requirements for Other Applicants</u>

Applications for this funding may be submitted by a broad range of community-based organizations (including community anti-drug coalitions) other public entities and private organizations, or a consortia thereof. Private schools, along with other public and private organizations, are welcome to apply for funding directly under this RFA and need not work with or through a local school division.

Organizations applying for SDFSCA funding that are not local school divisions are <u>not</u> required to include the above items (a) through (g) in their application. An organization may, however, be required to serve non-public school students, depending on the nature of the programming and students targeted by the program.

Examples

CSB programming, targeting youth with elevated risk

After a comprehensive prevention needs assessment informed by objective data, a Community Services Board (CSB) seeks funding to implement the CASASTART program at one alternative school within the school division. The CASASTART program targets youths between 8 and 13 years old who have a minimum of four identified risk factors. In the program locality, there are no private schools serving youth in the 8 to 13 age range with similar academic, personal and social needs (risk factors). The CSB is not

obligated to consult with any private schools in the locality about participating in the CASASTART program.

Community-based programming

A community-based organization providing SDFSCA-funded programming that is not part of a school programming is not allowed to make type of school enrollment a deciding factor in allowing a youth into a program. Furthermore, the organization should seek to recruit students from all school settings – public and non-public.

F. Criteria and Process for Awarding Grants

The Governor must award grants based on the
- quality of the program or activities proposed and
- how the program or activity meets the Principles of Effectiveness as described in Section 4115(a) of the SDFSCA. [SDFSCA Section 4112(a)(1)].

SDFSCA Principles of Effectiveness are included in Supplement 1 of this RFP. The Governor is given discretion as to the content of applications submitted for consideration. However, applications submitted to the Governor for consideration must undergo a peer review process. [SDFSCA Section 4112(a)(4)].

III. CATEGORIES OF PROJECTS TO BE FUNDED:
DESCRIPTIONS AND REQUIREMENTS

Category 1: Replication of Evidence-Based Programs for Youth Who Need Special Services or Additional Resources
Grants up to $50,000 will be awarded. Proposals in this category are strongly encouraged and will receive priority consideration for available funding.

SDFSCA requires that priority be given to programs that prevent illegal drug use and violence for—
- children and youth who are not normally served by local school divisions; or
- populations that need special services or additional resources (such as youth in juvenile detention facilities, runaway or homeless children and youth, pregnant and parenting teenagers, and school dropouts).

Programs eligible for funding in Category 1 must: a) target populations described above; and b) employ evidence-based programs consistent with requirements for Category 2.

Category 2: Replication of Evidence-Based Programs for Youth
Grants up to $50,000 will be awarded. Programs eligible for funding must have undergone a rigorous process of review and must have been deemed to be effective in reducing youth violence and/or illegal drug use. A list of programs that are eligible for funding through the Governor's Safe and Drug-Free Schools and Communities Act grants is included in Supplement 2 of this RFP. It is incumbent upon the grant applicant to provide justification for the use of the program model selected; the program must have been proven effective in addressing locally-identified needs.

Programs must be adopted and implemented with fidelity to the program model and must use an evaluation designed to demonstrate fidelity and to yield findings on program-appropriate short-term, intermediate and long-term outcomes.

Category 3: Community Prevention Needs Assessments
Grants up to $15,000 will be awarded for support of a comprehensive community prevention needs assessment. Community needs assessments must be sponsored by multiple community-based agencies and organizations (a single lead agency must serve as fiscal agent) and produce a written plan of action based on the needs assessment. Needs assessments must include a standardized youth risk survey, use of local social indicator data, stakeholder input and a prevention resource inventory to produce an analysis of risk and protective factors.

Category 4: Continuation of Effective Programs (for 2008-09 Governor's SDFSCA grantees only)
Continuation grants will be awarded for up to 75 percent of year-one funding (for year two) or up to 50 percent of year-one funding (for year three). Grantees seeking continuation funding must demonstrate successful project implementation in prior years and strong evaluation evidence of positive outcomes to date. Category 4 submissions are by definition intended to continue the programming that has shown strong evaluation evidence of positive outcomes to date; thus, they are not bound by the list of programs in Supplement 2 of this RFP.

NOTE: Grantees in all categories will be required to participate in a cross-site evaluation. New grantees are required to attend an implementation meeting (scheduled for Tues, July 7, 2009); continuation grantees (Category 4) are <u>not</u> required to attend the implementation meeting. All grantees are required to attend two grantee networking meetings (one at about 6 months and one at the end of the grant year).

Proposed budgets should reflect travel expenses at approved state rates related to attendance at these meetings. Meetings are held in the Richmond area and scheduled for 10 AM to 3 PM. Overnight travel and per diem should be necessary <u>only</u> for grantees from the Roanoke area and beyond (more than 150 miles, one-way from Richmond).

IV. PROPOSAL PREPARATION AND SUBMISSION REQUIREMENTS

Technical Requirements Applicable to All Categories of Proposals

Proposals must be submitted on 8½ - by 11-inch paper, double-spaced on one side of the paper in a standard 12-point font. Type size in charts, tables, graphs, and footnotes will not be considered in determining compliance. All margins should be at least 1 inch.

For proposals in categories 1, 2 and 4, proposal narratives must not exceed 15 pages, excluding abstract, face sheet and assurances, budget summary sheet, and attachments. For proposals in Category 3, proposal narratives must not exceed 8 pages. All pages of the narrative must be numbered sequentially.

Proposal Components

A complete proposal must include the following components, compiled in the following order:

A. Face Sheet and Assurances (forms provided with RFP)
B. Proposal Abstract
C. Proposal Narrative (see project narrative requirements listed by categories below)
D. Budget Summary Sheet (form provided with RFP)
E. Attachments

A. **Face Sheet and Assurances –** Complete all sections of the face sheet. An original signature of the authorized representative of the organization that will serve as fiscal agent must appear on the assurances. The Assurance sheet must be signed by the lead organization's chief executive or operating officer.

B. **Proposal Abstract –** Following the technical requirements listed above, provide a one-page abstract that accurately and concisely describes the proposed project. The abstract should describe the objectives of the project, the target population, the approaches to be used and the intended outcomes.

C. **Proposal Narrative** - The proposal narrative is intended to provide a comprehensive framework and description of all aspects of the proposed project. It should be written in a manner that is self-explanatory to reviewers unfamiliar with the prior related activities of the applicant. It should be succinct and well organized, should use section labels, and must contain all the information necessary for reviewers to understand the proposed project.

Please note that proposal narrative requirements are category-specific. Select and use the set of proposal narrative requirements applicable to the category of proposal you are submitting.

NOTICE: In accordance with EDGAR Part 17, Subpart F, Sec. 76.656, all local school division applicants must submit information (a) through (g) listed on page 5 of this application kit.

Specific proposal narrative requirements are listed below by category:

<table>
<tr><td colspan="2" align="center">**Proposal Narrative**</td></tr>
<tr>
<td rowspan="2">**Narrative for Proposals in Category 1**</td>
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1. Needs/Justification for Program Being Proposed
   a. SDFSCA Principles of Effectiveness require that programs be based on an assessment of objective data and analysis of risk and protective factors. Briefly summarize the youth-violence and substance abuse-related needs identified for the community and/or population you are proposing to serve.
   b. Explain specifically how what is being proposed qualifies for a Category 1 grant; identify the specific population(s) of children and youth targeted by this proposal who need special services or additional resources. Note: applicants who do not provide a satisfactory justification for Category 1 eligibility may be moved to Category 2 at the discretion of reviewers.
   c. State specifically the number of youth to be served/reached by the proposed program. Also state specifically categories and numbers of others (e.g., parents, school personnel, citizens) who will be directly served by, involved with, or impacted by the proposed program.
   d. Describe how the project you propose to implement addresses identified needs. Explain why documented needs cannot be met with existing resources, and in what ways the proposed project will be coordinated with existing programs and related resources.
   e. Identify specifically the primary risk and protective factors (maximum 3) addressed by the proposed project. Indicate the factors on the proposal face sheet. See Supplement 4 for a list of risk and protective factors.
   f. To receive SDFSCA funding, the program you propose to implement must be based on scientifically-based research that provides evidence that the program will reduce violence and/or illegal drug use. See Supplement 2 for information on evidence-based prevention programs that are eligible for funding through this grant program.
   g. SDFSCA Principles of Effectiveness require meaningful and ongoing consultation with and input from parents in the development and implementation of SDFSCA-funded programs. Describe specifically how parents have had input into the development of this proposal and will be consulted in the implementation of the project proposed.
   h. Describe the extent to which youths and teachers in non-public school settings will participate equitably in the proposed program. Note: Local school division applicants must provide more detailed information.

2. Implementation Plan for 2009-10.
   a. Describe the project implementation plan.
   b. Provide a project implementation timeline, listing milestone implementation activities with start and completion dates.
   c. Briefly describe your plan for sustaining the program beyond the funding period for which funding is being sought.
   d. State all other sources of internal or external funding that will be used in the proposed project.

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3. Goal(s), Objective(s), and Proposed Activities
   a. Describe specifically, in narrative form, the outcome(s) you hope to achieve by implementing the proposed project.
   b. Using a table format similar to the table shown below, use the first three columns to i) state the measurable goal(s)/objective(s) of the proposed initiative and ii) the activities proposed to achieve the goals and objectives established. Goals, objectives and activities must be linked: a goal must have at least one related objective that is clearly linked to that goal and proposed activities must be appropriate to achieve the listed objectives.
   Note: Goals and objectives must be measurable and must clearly identify audience, behavior, condition, degree, and evidence of change. See Supplement 3 for additional information.

3. Goal(s), Objective(s), and Activities			4. Evaluation	
Measurable Goal(s)	Measurable Objective(s)	Activities to achieve goal/objective	For activities, methods to monitor implementation and ensure fidelity	For goals and objectives, methods to measure change(s) expected
Goal I				
	Objective I.A.			
	Objective I.B.			
Goal II				
	Objective II.A.			
	Objective II.B.			

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4. Evaluation
   Using a table format similar to the table shown above, use the last two columns to address the following:
   a. For each goal, describe the method(s) that will be used to measure the change(s) expected.
   b. For each objective, describe the method(s) that will be used to measure the change(s) expected.
   c. For each activity proposed, describe the methods that will be used to monitor implementation and ensure fidelity to the intended program design.
   d. In narrative form, describe how evaluation findings will be used to refine, improve and strengthen the program.
   e. Explain how progress toward achieving project goals will be publicly reported.

NOTE: Grantees in all categories will be required to participate in a cross-site evaluation that requires quarterly reporting.

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Proposal Narrative

Narrative for Proposals in Category 2

1. Needs/Justification for Program Being Proposed
a. SDFSCA Principles of Effectiveness require that programs be based on an assessment of objective data and analysis of risk and protective factors. Briefly summarize the youth-violence and substance abuse-related needs identified for the community and/or population you are proposing to serve.
b. Describe how the project you propose to implement addresses identified needs. Explain why documented needs cannot be met with existing resources, and in what ways the proposed project will be coordinated with existing programs and related resources.
c. Identify specifically the primary risk and protective factors (maximum 3) addressed by the proposed project. Indicate the factors on the proposal face sheet. See Supplement 4 for a list of risk and protective factors.
d. To receive SDFSCA funding, the program you propose to implement must be based on scientifically-based research that provides evidence that the program will reduce violence and/or illegal drug use. See Supplement 2 for information on evidence-based prevention programs that are eligible for funding through this grant program.
e. State specifically the number of youth to be served/reached by the proposed program. Also state specifically categories and numbers of others (e.g., parents, school personnel, citizens) who will be directly served by, involved with, or impacted by the proposed program.
f. SDFSCA Principles of Effectiveness require meaningful and ongoing consultation with and input from parents in the development and implementation of SDFSCA-funded programs. Describe specifically how parents have had input into the development of this proposal and will be consulted in the implementation of the project proposed.
g. Describe the extent to which youths and teachers in non-public school settings will participate equitably in the proposed program. Note: Local school division applicants must provide more detailed information.

2. Implementation Plan for 2009-10.
a. Describe the project implementation plan.
b. Provide a project implementation timeline, listing milestone implementation activities with start and completion dates.
c. Briefly describe your plan for sustaining the program beyond the funding period for which funding is being sought.
d. State all other sources of internal or external funding that will be used in the proposed project.

3. Goal(s), Objective(s), and Proposed Activities
a. Describe specifically, in narrative form, the outcome(s) you hope to achieve by implementing the proposed project.
b. Using a table format similar to the table shown below, use the first three columns to i) state the measurable goal(s)/objective(s) of the proposed initiative and ii) the activities proposed to achieve the goals and objectives established. Goals, objectives and activities must be linked: a goal must have at least one related objective that is clearly linked to that goal and proposed activities must be appropriate to achieve the listed objectives.
Note: Goals and objectives must be measurable and must clearly identify audience, behavior, condition, degree, and evidence of change. See Supplement 3 for additional information.

3. Goal(s), Objective(s), and Activities			4. Evaluation	
Measurable Goal(s)	Measurable Objective(s)	Activities to achieve goal/objective	For activities, methods to monitor implementation and ensure fidelity	For goals and objectives, methods to measure change(s) expected
Goal I				
	Objective I.A.			
	Objective I.B.			
Goal II				
	Objective II.A.			
	Objective II.B.			

4. Evaluation
Using a table format similar to the table shown above, use the last two columns to address the following:
a. For each goal, describe the method(s) that will be used to measure the change(s) expected.
b. For each objective, describe the method(s) that will be used to measure the change(s) expected.
c. For each activity proposed, describe the methods that will be used to monitor implementation and ensure fidelity to the intended program design.
d. In narrative form, describe how evaluation findings will be used to refine, improve and strengthen the program.
e. Explain how progress toward achieving project goals will be publicly reported.

NOTE: Grantees in all categories will be required to participate in a cross-site evaluation that requires quarterly reporting.

	Proposal Narrative

Narrative for Proposals in Category 3	**1. Needs Assessment Sponsorship**
	a. List community-based agencies and organizations that will sponsor the Comprehensive Prevention Needs Assessment.
	
	2. Needs Assessment Implementation Plan
	Note: Implementing a needs assessment requires pre-planning. A desirable timeline for implementing a youth risk survey would be as follows:
	    Spring (prior to grant award) – School division administrative support for a youth survey secured.
	    Spring/early summer – School board approval of survey (if required by locality).
	    July/August – parent consent forms printed and included with set of parent permissions secured by school division at the beginning of school year.
	    Sept/Oct – secure missing consent forms; complete detailed survey administration plan.
	    Oct/Nov/early Dec – administer youth risk survey.
	
	a. In light of the desirable timeline described above, please describe the groundwork laid with your school division to ensure the timely approval and administration of a youth risk survey.
	b. Briefly describe how each of the following required needs assessment components will be completed:
	    i. Youth Survey – Specify the standardized youth risk survey to be used. NOTE: Active parent consent is required; describe specifically how this requirement will be met.
	    ii. Social Indicator Data organization/analysis - Specify categories of data to be examined.
	    iii. Stakeholder Input - Identify primary stakeholders and specify methods for collecting input.
	    iv. Prevention Resource Inventory - Describe methodology to be used, including types of information on resources to be gathered.
	c. Provide a project implementation timeline listing milestone implementation activities with start and completion dates.
	d. SDFSCA Principles of Effectiveness require meaningful and ongoing consultation with and input from parents in the development and implementation of SDFSCA-funded programs. Describe specifically how parents have had input into the development of this proposal and will be consulted in the implementation of the project proposed.
	e. Describe the extent to which youths and teachers in non-public school settings will participate equitably in the proposed program. Note: Local school division applicants must provide more detailed information.
	
	3. Needs Assessment Product
	a. Describe your plan for disseminating findings of the needs assessment.
	b. Describe your plan for ensuring that needs assessment findings are used for prevention program planning in your community.
	
	NOTE: Grantees in all categories will be required to participate in a cross-site evaluation that requires quarterly reporting.

<div align="center">

Proposal Narrative

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Narrative for Proposals in Category 4

1. Evidence of Successful Implementation of Current Program
a. Provide clear evidence that the program currently being funded has been implemented in accordance with, or in a manner exceeding, the project implementation plan established.
b. Specify each major implementation activity and report its status. Explain and provide justification for any delays in implementation.
c. Identify specifically the primary risk and protective factors (maximum 3) addressed by the proposed project. Indicate the factors on the proposal face sheet. See Supplement 4 for a list of risk and protective factors.
d. State the name of the program(s) you are proposing to continue. Category 4 submissions are by definition intended to continue the programming that has shown strong evaluation evidence of positive outcomes to date; thus, they are not bound by the list of programs in Supplement 2 of this RFP.
e. Specify categories and unduplicated count of persons served by the current program through April 2009; include direct services and training activities.

2. Evidence of Positive Outcomes to Date
a. List each of your 08-09 program objectives and goals and, for each, provide clear evaluation evidence of outcomes achieved to date.
   Note: Goals and objectives must be measurable and must clearly identify audience, behavior, condition, degree, and evidence of change. See Supplement 3 for additional information.

3. Basis of Request for Continuation Funding
a. Briefly state why the current program should continue to receive funding.

4. Implementation Plan for 2009-2010
a. Describe the project implementation plan.
b. Provide a project implementation timeline listing milestone implementation activities with start and completion dates.
c. State specifically the number of youth to be served/reached by the proposed program. Also state specifically categories and numbers of others (e.g., parents, school personnel, citizens) who will be directly served by, involved with, or impacted by the proposed program.
d. Describe how parents will continue to be consulted and have input into the project implementation.
e. Briefly describe your plan for sustaining the program beyond the funding period for which funding is being sought.
f. Describe the extent to which youths and teachers in non-public school settings will participate equitably in the proposed program. Note: Local school division applicants must provide more detailed information.

5. Goal(s), Objective(s), and Proposed Activities
a. Describe specifically, in narrative form, the outcome(s) you hope to achieve by implementing the proposed project.
b. Using a table format similar to the sample table shown below, use the first three columns to i) state the measurable goal(s)/ objective(s) of the proposed initiative and ii) the activities proposed to achieve the goals and objectives established. Goals, objectives and activities must be linked: a goal must have at least one related objective that is clearly linked to that goal and proposed activities must be appropriate to achieve the listed objectives.
Note: Goals and objectives must be measurable and must clearly identify audience, behavior, condition, degree, and evidence of change. See Supplement 3 for additional information.

5. Goal(s), Objective(s), and Activities			6. Evaluation	
Measurable Goal(s)	Measurable Objective(s)	Activities to achieve goal/objective	For activities, methods to monitor implementation and ensure fidelity	For goals and objectives, methods to measure change(s) expected
Goal I				
	Objective I.A.			
	Objective I.B.			
Goal II				
	Objective II.A.			
	Objective II.B.			

6. Evaluation
   Using a table format similar to the sample table shown above, use the last two columns to address the following:
a. For each goal, describe the method(s) that will be used to measure the change(s) expected.
b. For each objective, describe the method(s) that will be used to measure the change(s) expected.
c. For each activity proposed, describe the methods that will be used to monitor implementation and ensure fidelity to the intended program design.
d. In narrative form, describe how evaluation findings will be used to refine, improve and strengthen the program.
e. Explain how progress toward achieving project goals will be publicly reported.

NOTE: Grantees in all categories will be required to participate in a cross-site evaluation that requires quarterly reporting.

D. Budget

Note: A minimum 10 percent cash or in-kind match is required. The match may not be derived from federally-funded resources.

Also note that grantees are required to attend an implementation meeting (scheduled for July 7, 2009) and two grantee networking meetings (one at about 6 months and one at the end of the grant year). Continuation grantees (Category 4) are <u>not</u> required to attend the implementation meeting. Proposed budgets should reflect travel expenses at approved state rates related to attendance at these meetings. Meetings are held in the Richmond area and scheduled for 10 AM to 3 PM. Overnight travel and per diem should be necessary <u>only</u> for grantees from the Roanoke area and beyond (more than 150 miles, one-way from Richmond).

a. Budget Narrative

A budget narrative itemizing and justifying all expenditures must be provided.
<u>Itemization</u>: The narrative must address all budget categories on the budget summary sheet and explain how all categorical costs are derived.
Example 1. 100 program workbooks @ $3 = $300;
Example 2. 10 miles to and from workplace to program site x 10 required
sessions x $0.55/mile = $55.00
<u>Justification</u>: The justification demonstrates how the expenditure is related to the program and that it is both necessary and reasonable.
Example 1. *Workbooks are the primary text for a program training curriculum for high school students.*
Example 2. Staff are required to travel from the agency office to the program site; it is the policy of the organization to reimburse mileage expenses in accordance with established rates.

b. Budget Summary

The budget summary sheet has been provided. All information required to complete the worksheet must be provided. The value of the cash or in-kind match should be reported in the column titled "value of cash or in-kind match." A minimum 10 percent cash or in-kind match is required; the match may not be derived from federally-funded resources. Sources of other support now used, or proposed to be used, in connection with the funded project should be reported in the column titled "amount paid from other sources."

E. Attachments

Include as attachments only the following:

Attachment #1: Resumes and Job Descriptions
a) Resumes of key project staff regardless of funding source, and
b) Job descriptions for any position that will be funded wholly, or in part, by the SDFSCA grant.

Attachment #2: Sources of Support for Proposed Project
Identify all sources of other program support, and list them by name, amount, and type of support to be provided during the project funding period. All items on the budget summary sheet listed as "value of cash or in-kind match" and as "amount paid from other sources" must be reported in Attachment 2. Report only the resources being directly allocated to the proposed project; do not include the organization's full budget.

Attachment #3: Single Letter Outlining Roles and Commitments
a) Category 3 proposals are required to be accompanied by a single letter of commitment with signatures of authorized representatives of all organizations collaborating in the community prevention needs assessment. The letter must outline the roles of responsibilities of each collaborating organization.
b) For Category 1 and 2 proposals, the single letter described above is required only if two or more organizations are collaborating in the implementation of the proposed project.

c) Because Category 4 proposals are for continuation of an existing project, the single letter described above will be required only if a substantial change in the organizations collaborating or their roles is being proposed for the continuation year.

Please do not attach any additional materials; they will not be reviewed.

CRITERIA FOR AWARD

Category 1 Proposals: Programs for Youth Who Need Special Services and Category 2 Proposals: Replication of Evidence-Based Programs for Youth

1. Needs/Justification for Program Being Proposed - 25 Points
a. Response to each item is clear, specific, and complete.
b. Assessment of youth-violence and substance abuse-related needs in the community and/or population to be served uses appropriate and most current data from multiple sources.
c. Children and youth to be served are clearly identified; number of children, youth, and others to be served/impacted by project is stated.
d. Rationale for project proposed reflects careful analysis of available information and constitutes a credible justification for the proposed program.
e. Project coordination with existing programs reflects knowledge of and appropriate use of resources.
f. Program proposed is on the list provided as Supplement 2 and has been demonstrated to be effective in achieving outcomes targeted in your proposal and with the population(s) to be served by the proposed project.
g. Requirement for meaningful and ongoing consultation with parents is met.
h. Requirements for equitable participation by non-public students and teachers are met.

2. Implementation Plan – 30 Points
a. Plan for implementation appears appropriate for project proposed.
b. Quality and level of support from the host agency/organization are evident.
c. Timeline appears feasible for efficient project operation.
d. Plan for sustaining the program beyond the funding period is credible.

3. Goal(s), Objective(s), and Proposed Activities - 15 Points
a. Outcomes intended are clearly described.
b. Goals, objectives and activities are appropriate to achieve intended outcomes.
c. Goals, objectives, and activities clearly reflect the underlying program logic.
d. Goals and objectives are measurable and clearly identify Audience, Behavior, Condition, Degree, and Evidence of change.

4. Evaluation - 15 Points
a. Plan for evaluation is clearly defined and appropriate for project proposed.
b. Plan assesses implementation to ensure fidelity to intended program design.
c. Appropriate methods are used to measure outcomes defined in objectives and goals.
d. Strategies for using findings to refine, improve and strengthen the program are clearly described.
e. Plans for publicly reporting progress toward achieving project goals are appropriate and adequate.

5. Budget - 15 Points
a. Expenditures proposed are authorized under SDFSCA.
b. Proposed costs are recognized as ordinary and necessary to the efficient operation of the program.
c. The budget and budget narrative include all proposed expenditures.
d. Proposed expenditures are appropriately itemized by category, unit and cost.

Category 3 Proposals: Community Prevention Needs Assessment

1. **Sponsorship - 15 Points**
a. Comprehensive Prevention Needs Assessment is sponsored by a broad range of appropriate community agencies and organizations.

2. **Needs Assessment Implementation Plan - 50 Points**
a. Evidence of an adequate level of pre-planning for administering a youth risk survey is present.
b. Implementation plan for youth surveys reflects necessary steps, is feasible in the given community, and uses a standardized survey.
c. Implementation plan for organization/analysis of local social indicator data specifies categories of data and uses acceptable methodology.
d. Strategies for stakeholder input are designed for broad representation and use acceptable methodology.
e. Methodology for prevention resource inventory uses acceptable methodology and specifies types of information to be gathered.
f. Project implementation timeline is feasible for efficient project completion.
g. Requirement for meaningful and ongoing consultation with parents is met.
h. Requirements for equitable participation by non-public students and teachers are met.

3. **Needs Assessment Product - 20 Points**
a. Plan for dissemination of needs assessment is adequate to increase community awareness of, and support for, prevention.
b. Plan for using findings for prevention program planning reflects prevention planning "best practices."

4. **Budget - 15 Points**
a. Expenditures proposed are authorized under SDFSCA.
b. Proposed costs are recognized as ordinary and necessary to the efficient operation of the program.
c. The budget and budget narrative include all proposed expenditures.
d. Proposed expenditures are appropriately itemized by category, unit and cost.

Category 4 Proposals: Continuation of Effective Programs

1. **Evidence of Successful Implementation of Current Program - 25 Points**
a. Clear evidence is provided that the program currently being funded has been implemented in accordance with, or in a manner exceeding, the established project implementation plan.
b. Project activities have been implemented in a timely and effective fashion; any delays have been adequately justified.
c. Program being implemented has been demonstrated to be effective in achieving outcomes targeted in your proposal and with the population(s) to be served by the proposed project.
d. Project has served a reasonable number of persons in the period of time it has been in operation.

2. **Evidence of Positive Outcomes to Date - 10 Points**
a. Current program goals and objectives are clearly defined.
b. There is credible evidence that outcomes have been achieved (appropriate to the period of time the project has been in operation).

3. **Basis of Request for Continuation Funding - 10 Points**
a. Statement justifying continuation of funding is credible and supported by facts.

4. **Implementation Plan for 2009-2010 - 15 Points**
a. Plan for implementation builds on the achievements of the 2008-2009 funded period and is appropriate for proposed continuation.
b. Quality and level of support from the host agency/organization are evident.
c. Timeline appears feasible for efficient project operation.
d. Requirement for meaningful and ongoing consultation with parents is met.
e. Plan for sustaining the program beyond the funding period is credible.
f. Requirements for equitable participation by non-public students and teachers are met.

5. Goals & Objectives – 10 Points
a. Outcomes intended are clearly described.
b. Goals, objectives and activities are appropriate to achieve intended outcomes.
c. Goals, objectives, and activities clearly reflect the underlying program logic.
d. Goals and objectives are measurable and clearly identify Audience, Behavior, Condition, Degree, and Evidence of change.

6. Evaluation - 15 Points
a. Plan for evaluation is clearly defined and appropriate for project proposed.
b. Plan assesses implementation to ensure fidelity to intended program design.
c. Appropriate methods are used to measure outcomes as defined in objectives and goals.
d. Strategies for using findings to refine, improve and strengthen the program are clearly described.
e. Plans for publicly reporting progress toward achieving project goals are appropriate and adequate.

7. Budget - 15 Points
a. Expenditures proposed are authorized under SDFSCA.
b. Proposed costs are recognized as ordinary and necessary to the efficient operation of the program.
c. The budget and budget narrative include all proposed expenditures.
e. Proposed expenditures are appropriately itemized by category, unit and cost.

SUPPLEMENT 1: SDFSCA Principles of Effectiveness

SDFSCA Section 4115(a)

"(1) IN GENERAL.—For a program or activity developed pursuant to this subpart to meet the principles of effectiveness, such program or activity shall—

> (A) be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding violence and illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program) that is based on ongoing local assessment or evaluation activities;
> (B) be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have a safe, orderly and drug-free learning environment;
> (C) be based on scientifically-based research that provides evidence that the program to be used will reduce violence and illegal drug use;
> (D) be based on an analysis of the data reasonably available at the time, of the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research; and
> (E) include meaningful and ongoing consultation with, and input from, parents in the development of the application and administration of the program or activity.

(2) PERIODIC EVALUATION.—

> (A) REQUIREMENT.—The program or activity shall undergo a periodic evaluation to assess its progress toward reducing violence and illegal drug use in schools to be served based on performance measures described in section 4114(d)(2)(B).
> (B) USE OF RESULTS.—The results shall be used to refine, improve and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided. "

SUPPLEMENT 2: Evidence-Based Prevention Programs Eligible for Funded by the Governor's SDFSCA Grant Program, 2009-2010

Information on specific programs may be found using one or more of the following sources:
1. National Registry of Evidence-based Programs and Practices at http://nrepp.samhsa.gov/
2. Blueprints for Violence Prevention at http://www.colorado.edu/cspv/blueprints/
3. Find Youth Info at www.findyouthinfo.gov. See "Search for Programs to Help Youth."
4. Development Services Inc. at www.dsgonline.com. See "Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG)."

Programs	
Across Ages	Olweus Bullying Prevention Program (BPP)
Active Parenting Now	Parenting Wisely
Al's Pals	PeaceBuilders
All Stars	Positive Action
American Indian Life Skills Development/Zuni Life Skills Development	Primary Project
ATHENA (Athletes Targeting Healthy Exercise & Nutrition Alternatives	Project ALERT
ATLAS (Athletes Training and Learning To Avoid Steroids)	Project EX
Big Brothers Big Sisters of America (BBBS)	Project Northland
CARE (Care, Assess, Respond, Empower)	Project SUCCESS
CASASTART	Project Towards No Drug Abuse (Project TND)
CAST (Coping And Support Training)	Project Towards No Tobacco Use
Class Action (Phase 2 of Project Northland)	Project Venture
Creating Lasting Family Connections (CLFC)/Creating Lasting Connections (CLC)	Promoting Alternative THinking Strategies (PATHS)
DARE to be You	Promoting Alternative THinking Strategies (PATHS) - Preschool
Early Risers "Skills for Success"	Responding in Peaceful and Positive Ways (RiPP)
Family Matters	Right Decisions, Right Now: Be Tobacco Free
FAST (Families and Schools Together)	Safe Dates
FAST Track	SAFEChildren
Good Behavior Game (GBG)	Second Step
Guiding Good Choices	SMARTteam
Incredible Years	SOS: Signs of Suicide
Keepin' it REAL	STARS for Families
Life Skills Training (LST)	Strengthening Families Program
Linking the Interests of Families and Teachers (LIFT)	Strengthening Families Program For Parents and Youth 10-14
Lions Quest Skills for Adolescence	TeenScreen
Midwestern Prevention Project (MPP)	Too Good for Drugs
New Beginnings	Too Good for Violence
Not on Tobacco (N-O-T)	Triple P – Positive Parenting Program

SUPPLEMENT 3: Measurable, Results-Oriented SDFSCA Goals and Objectives

Definitions of Goals and Objectives

A goal is a measurable statement of desired longer-term, global impact of the prevention program. Goals define the overall direction of the program and state what is to be accomplished. They provide the foundation for specific objectives and activities that ultimately define the program.

Well-formulated **goals** reflect the longer-term, global effects the prevention program is intended to achieve. Goals typically address changes in alcohol and other drug use measures or incidence of violence or in terms of changes in risk or protective factor indicators.

Goals typically specify --
- Reductions in the prevalence of identified risk factors;
- Increases in the prevalence of protective factors, buffers, and assets; or
- Reduction in rates of use of alcohol or other drugs for a specified population.

An objective is a specific, measurable statement of the desired immediate or direct outcome of the prevention program which support accomplishment of a goal. Objectives provide a statement of desired outcome in a way which can be directly evaluated. Goals and objectives are not essentially different – rather they differ in the level of result each addresses. Where goals operationalize *impacts*, objectives operationalize *outcomes*.

Well-formulated **objectives** reflect the more immediate or direct effects a prevention program is intended to achieve. Objectives typically address changes in participant performance/behavior that occur as a result of specific prevention activities.

Objectives typically specify –
- Gains in learning or skills-development for individual program participants; or
- Changes in behavior or performance of individual program participants.

The ABCDE Method of Writing Measurable Goals and Objectives

Both goals and objectives need to identify specific and measurable outcomes. By including these ABCDE components, you will state the who, what, to what degree, by when, and evidence source for your program goals and objectives.

Audience
The population/target audience for whom the desired outcome is intended.

Behavior – what?
What is to happen? A clear statement of the behavior change/result expected.

Condition – by when? under what circumstances?
The conditions under which measurements will be made. This may refer to the timeframe and/or upon implementation of a specific intervention.

Degree – by how much?
The quantification of, or the level of, results expected.

Evidence – as measured by?
Defines the method of measuring the change expected.

SUPPLEMENT 4: Risk and Protective Factors

Domain	Protective Factors	Risk Factors
Individual		
	Belief in a Moral Order (PI-1)	Rebelliousness (RI-1)
	Positive Social Skills (PI-2)	Early Initiation of Alcohol, Cigarette, and Marijuana Use (RI-2)
	Religiosity (PI-3)	Early Initiation of Problem Behavior (RI-3)
		Favorable Attitudes Toward Antisocial Behavior (RI-4)
		Favorable Attitudes Toward Drug Use (RI-5)
		Perceived Risks of Alcohol, Cigarettes, and Marijuana (RI-6)
		Sensation Seeking (RI-7)
		Gang Involvement (RI-8)
Peer		
	Association with Peers Who are Involved in School, Recreation, Service, Religion or Other Organized Pro-social Activities (PP-1)	Association with Delinquent Peers Who Use or Value Dangerous Substances (RP-1)
		Association with Peers Who Reject Pro-social Activities or Pursuits (RP-2)
		Susceptibility to Negative Peer Pressure (RP-3)
		Strong External Locus of Control (RP-4)
Family		
	Family Attachment (PF-1)	Poor Family Management (RF-1)
	Opportunities for Pro-social Involvement in Family (PF-2)	Family Conflict (RF-2)
	Rewards for Pro-social Involvement in Family (PF-3)	Family History of Antisocial Behavior (RF-3)
		Parental Attitudes Favorable Toward Alcohol, Cigarette, and Marijuana Use (RF-4)
		Parental Attitudes Favorable Toward Antisocial Behavior (RF-5)
School		
	Opportunities for Pro-social Involvement in School (PS-1)	Academic Failure (RS-1)
	Rewards for Pro-social Involvement in School (PS-2)	Low Commitment to School (RS-2)
Com-munity		
	Opportunities for Pro-social Involvement in Community (PC-1)	Low Neighborhood Attachment (RC-1)
	Rewards for Pro-social Involvement in Community (PC-2)	High Community Disorganization (RC-2)
		High Transitions and Mobility (RC-3)
		Laws and Norms Favorable to Alcohol, Cigarette, and Marijuana Use (RC-4)
		Perceived Availability of Drugs (RC-5)
		Perceived Availability of Handguns (RC-6)

GOVERNOR'S SDFSCA GRANTS PROGRAM

FISCAL AGENT:					
OBJECT CODE	**EXPENDITURE ACCOUNTS (a)**	**AMOUNT OF SDFSCA PROJECT MONIES**			
		Amount Requested (justifications in Budget Narrative)	Value of Cash or In-Kind Match (Minimum 10%; justifications in Attachment 2)	Amount Paid from Other Sources (justifications in Attachment 2)	Total Project Budget
1000	**PERSONNEL COSTS**				
	Job Title (Percent of Time)				
	Job Title (Percent of Time)				
2000	**EMPLOYEE BENEFITS**				
	Fixed Charges				
	Total Personnel Costs (Personnel + Employee Benefits)				
3000	**PURCHASED/CONTRACTED SERVICES**				
	Training/Professional Development				
	Evaluation Services				
	Other (Specify)				
	Total Purchased / Contracted Services				
5000	**TRAVEL AND OTHER CHARGES**				
	Mileage				
	Lodging				
	Per Diem				
	Other (Specify)				
	Total Other Costs				
6000	**MATERIALS AND SUPPLIES**				
	Specify				
	Total Materials and supplies				
	TOTAL PROJECT BUDGET				$

Descriptions of Expenditure Categories

OBJECT CODES*

1000   **Personal Services. Administration, Instruction, Other Salaries & Wages**.
All compensation for the direct labor of persons in employment of the funded organization. Salaries and wages paid to employees, including substitute teachers, for full-and part-time work. This category also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.

2000   **Employee Benefits. Fixed Charges (Administrative and Instructional)**
Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000   **Purchased/Contracted Services. Evaluation Services, Professional Development, Program Activities, Other**
Professional development services, any evaluation component and program activities should be included under this section. Any services contracted to other persons or organizations not under the purview of the funded organization.

5000   **Travel and Other Charges. Travel (Staff/Administrative), Indirect and Other Costs**
Staff/administrative/consultant travel. Other costs not listed in prescribed categories.

- All costs are limited to approved state rates. Mileage rate is $0.55/mile.
- For overnight stays, the event must be 50 miles or more from the worksite. No per diem may be approved unless an overnight stay is required.
- Out-of-state travel must be approved by the Governor's Office and is rarely approved. Travel to out-of-state conferences will not be approved. Out-of-state travel for model program training must be demonstrated to be less costly than in-state training.

6000   **Materials and Supplies. Administrative, Instructional**
Includes articles and commodities which are consumed or materially altered when used (e.g., instructional materials, office supplies, print cartridges) and **minor equipment.** Computers, printers, and related equipment necessary for the project would be included in this category.
Prior approval of the Governor's Office is required for the purchase of computers, printers, and related equipment.
For office supplies, it is sufficient to list as follows:
"Office supplies (i.e., copy paper, pens, ink cartridges, etc.) @ $40 mo. = $480."

Source: Virginia Department of Education

GOVERNOR'S SDFSCA GRANT PROGRAM
2009-10 Proposal Face Sheet

I. PROJECT INFORMATION

Type of Project: (check one)	❑ **Category 1: Replication of Evidence-Based Programs for Youth Who Need Special Services or Additional Resources**	**Primary Risk and/or Protective Factors Addressed:** (See Supplement 4 for list; list 3 maximum
	❑ **Category 2: Replication of Evidence-Based Programs for Youth**	**#1.**
	❑ **Category 3: Community Prevention Needs Assessment**	**#2.**
	❑ **Category 4: Continuation of Effective Programs**	**#3.**

Project Title:

Project Summary (100 words maximum):

Community/Communities Served (List All):

II. PROJECT BUDGET SUMMARY

	SDFSCA Funds Requested	Value of Cash or In-Kind Match (10% Min.)	Funds from Other Sources	Total Project Budget
Totals				

III. PRIMARY PROJECT CONTACTS

Project Director
Name:
Title:
Organization:
Address:
Telephone: (   )
Fax: (   )
E-Mail:

Chief Administrative Official	*Fiscal Contact*
Name:	Name:
Title:	Title:
Organization:	Organization:
Address:	Address:
Telephone: ( )	Telephone: ( )
Fax: ( )	Fax: ( )
E-Mail:	E-Mail:

ASSURANCES

Applicant assures the Office of the Governor and its fiduciary agent, the Virginia Department of Education, that:

1. The applicant has authority under Virginia state law to perform the proposed functions under the Safe and Drug-Free Schools and Communities Act of 2001 (SDFSCA) to submit and carry out the application, receive, hold, and disburse federal funds made available under the application;
2. Funds shall be expended according to the purpose and intent for which they were designated;
3. All provisions of the application are consistent with Virginia law and all relevant federal rules and regulations;
4. Federal funds made available under the Act for any period will be so used as to supplement and increase the level of state, local, and non-federal funds that would, in the absence of such funds, be made available for the programs under the Act and will in no event supplant such state, local, and other non-federal funds. Employees paid by these federal funds may not be used for any purpose other than to carry out the specific programs and activities set forth in the proposal;
5. The applicant will fully comply with the specific requirements of the Safe and Drug-Free Schools and Communities Act of 2001 including SDFSCA Principles of Effectiveness;
6. The applicant will provide for an annual evaluation of the effectiveness of programs assisted under the Act including data on the attainment of project objectives, expenditures to date, copies of any publications, and other pertinent fiscal and program information which may be requested to assist the Office of the Governor in evaluation of grantee success;
7. The applicant assures that all materials produced, distributed and/or purchased with funds under SDFSCA will convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful;
8. The applicant will coordinate its drug and violence prevention programs with other programs funded by federal, state, and local governments, and nongovernmental agencies and organizations;
9. The applicant agrees to keep such records for a period of three years and provide such information to the Office of the Governor as reasonable and as may be required for fiscal audit and program evaluation;
10. The applicant assures that provision will be made for equal opportunities for participation for all eligible students, teachers, and other program beneficiaries and that no program or activity requirements discriminate on the basis of gender, race, color, national origin, disability, age, or type of school setting. Steps to ensure equitable access, and participation by students, teachers, and other beneficiaries with special needs at public and private schools will be made.

Original Signatures Required

_____
Name of Chief Administrative Official of Applicant Organization

_____
Signature of Chief Administrative Official of Applicant Organization   Date

_____
Name of Project Director

_____
Signature of Project Director   Date